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Latin Leaflet

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The *Latin Leaflet* is issued by the Department of Classical Languages in the interest of Latin teaching in the high schools of Texas.

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Editor.

FOREWORD

This issue of the *Latin Leaflet* is the continuation of a work begun in January, 1921, when the Classical Section of the State Teachers Association inaugurated the publication, through the University of Texas, of a monthly bulletin dealing with the teaching of the classics. Four such leaflets were sent out last year. It is expected that there will be six issues for the current year.

The purpose of the *Leaflet*, as previously expressed, is to serve as a clearing-house for problems connected with the teaching of Latin in the state, and as a means of stimulating interest in the classics. The editor has been gratified by calls for the bulletin from various parts of the country, some of which seem to indicate that the policies followed in the selection of material are in keeping with the needs of the high school teachers. She has been greatly disappointed, however, in receiving so few contributions or suggestions from the teachers of the state, and wishes here and now to make a strong appeal for helpful suggestions or reports of success-

ful teaching devices, and also for constructive criticism or questions which will indicate the problems in which the Latin teachers of Texas are most interested. It should be stated that personal replies to these letters should not be expected, as the Latin Department in the University of Texas is provided with neither assistants nor stenographers, and for this reason the editor finds it absolutely impossible to maintain an extensive correspondence of this nature. Hence the *Leaflet* must be made the vehicle of communication on all points connected with teaching problems.

It is greatly to be desired that a separate box be provided in every high school for each teacher's mail. Bulletins which are sent out free, cost a great deal to the institution sending them, and they ought at least to reach the teacher for whom they are intended. Moreover, whatever is worthy in them should be read and passed on to the students.

HIGH SCHOOL STATISTICS

In reply to a request for the Latin enrollment by classes, the towns listed below have given the desired information for first-year students. In the next issue, statistics will be furnished for the upper classes.

School	Enrollment
Alvin.	18
Austin (Junior High)	51
Beaumont.	139
Commerce.	19
Dallas.	738
Denton.	48
El Paso	166
Fort Worth	363
Galveston.	114
Hillsboro.	80
Houston.	502
Lubbock.	23
Marshall.	39
Mineral Wells	45
Orange.	58
San Antonio (Main Ave. only)	132
Sherman.	87
Temple.	86
Terrell.	44
Texarkana.	52
Tyler.	53
Waco.	252
Wichita Falls.	110

THE FOURTH UNIT FOR COLLEGE ENTRANCE

It is gratifying to note that at the University of Texas the number of students who present four units in Latin for college admission is increasing (after a retrogression for the past decade), and that this group of students is furnishing the largest number of those who continue the subject in college. High-school teachers should call attention to the fact (found on page 143 of the catalogue for 1921-1922) that such students may get extra credit towards the college degree. This extra credit does not count as a part of the two numbered courses required for the degree, but as a part of one of the twenty courses required for graduation. It is strongly urged that into the course for the fourth unit in the high schools as many as thirty lessons in systematic prose composition should be incorporated. These lessons, along with reading, word-formation, and diagramming, should prepare the students to enter the advanced section in Freshman College Latin. And this section should be able to do at least one-third more work than the sections made up of three-unit students.

STUDENT CHOICE OF WORK

Seventy-six first-year students in the University of Texas were asked

in three Latin classes this question: "Who advised you to take College Latin?" This was the result as recorded on the cards: A friend, 8; a high-school teacher, 10; parent, 18; self, 35; college professor, 4; physician, 1.

It is well known that students get but little advice from the faculty before they register in college. The reason is not hard to find. Students come up the night before registration day. They gather in masses on the campus. They hear the opinion of students. Much of this opinion is delivered in jest; much of it is second or third hand opinion. Little of it reveals real reflection. The faculty registration committee for freshmen is helpless. Its members for the most part, as they sit jammed in the throng, write down what the student desires: English 1 (because all have to take it); Mathematics 1 (unless a parent sends a note pleading for the health of his child); History 9, 10, or 74; Spanish A (because the student has heard that Latin is too hard or that Latin is dead, or that he or she expects to use Spanish in Texas). To make up the fifth subject, scores of girls take Education, declaring that they expect to teach the following year; the boys, take B.A. 34 (stenography and typewriting).

Seriously, every student needs real advice as to courses before he leaves home. No slur is meant for the subjects named above. What has been said is a mere recording of facts. Of course there is a good sprinkling of youngsters that know their own minds and can give sound reasons for their choice. They are gladly allowed to have whatever the catalogue sets down for freshmen. There is always a group of freshmen who choose subjects that have prerequisites that they can not meet. This group is made up of the determined and often pugnacious, who sit and argue hoping that time will wear out the patience of the adviser, who himself is bound by catalogue rules.

Just here the teachers in the high schools can be of great service. The graduation week or the summer following is not the best time for such advice. As soon as the child enters high school, talks on this subject may be made both in class and outside. Just as the teachers in the sixth and seventh grades are doing so much to get children into high school and to

get them to understand what each subject means in its relation to other subjects and to the separate professions and trades that may be open after school life is over, so the high-school teacher may inspire many a student to go to college and to choose his course wisely.

A clever remark made by the Dean of the College of Arts and Sciences at the University of Texas seems to fix the limit for the continuation of any subject: He said in substance: "The time to quit any subject is when you actually know something about it—when it has made a real furrow in your brain."

A NEW PROFESSOR OF CLASSICS

As successor to Dr. J. O. Lofberg at the University of Texas, the regents have chosen Dr. Henry B. Dewing, with the rank of associate professor. Dr. Dewing was born in Connecticut, but was taken by his parents to California when he was still a small child. Growing up in California, he graduated at the University of California in 1903. For two years he taught in the Berkeley High School, taking in 1905 an M.A. at the University. In 1906 he went to Yale and there was made Ph.D. in 1908. The next two years he was instructor in classics at Princeton. In 1910 he went to Robert College, Constantinople, as professor of Latin, was made dean six months later, and held both positions till 1916. In 1916 he went to Princeton, this time as preceptor in classics and assistant professor. This position he held till his coming to Texas. During the years 1918-1920, however, he was on leave of absence in Greece, the first year as secretary of the Greek Commission of the American Red Cross, the second as director (in succession to Professor Capps). Headquarters were in Athens, but the work of the commission took him pretty much all over Greece. In 1920 he held also the appointment of professor in the American School of Classical Studies at Athens, though the duties, owing to unsettled conditions, were nominal.

Dr. Dewing has published sundry articles in the *American Journal of Philology* and elsewhere. More important is his edition and translation (for the Loeb Library) of the great sixth century Byzantine historian, Procopius. Of the seven volumes

planned for the work, three have so far appeared. Dr. Dewing's work both as scholar and as teacher has won warm approval in high quarters.

Dr. Dewing is married to a cousin, Eunice Dewing, of New York, and has three children.

PICTURE FILMS

In reply to many inquiries as to how the moving picture film, *Julius Caesar*, may be had, the *Leaflet* wishes to say that The Visual Instruction Division of the Extension Department of the University of Texas has obtained the picture for use in the schools. The production of this film in any town should add interest to Roman life in general and to the Caesar story in particular. The price for each visit is \$20. The following news item from a high-school Latin teacher in Texas will be interesting and helpful.

Marshall High School: The Latin department, under the management of the teacher, Miss Lena Austin, brought the film, *Julius Caesar*, here for the benefit of high-school students. One of the down-town theatres showed the picture, making a charge of only ten dollars for the operator's fee. All Latin students as well as certain history and English classes were expected to attend and make a written report on the picture. The experiment was a success in every respect. Pupils learned more about Roman methods of warfare, customs, dress, and the like than they would have learned from a month's study from books.

When writing about the *Julius Caesar* film, ask also for information as to other slides. See below what one Texas teacher has produced.

Set No. 38: Some Playthings, Games, and Amusements of Greek and Roman Children.

This set of some thirty slides along with explanatory notes was prepared as graduate work in the University of Chicago by Miss Laura Walker of the Junior High School, Fort Worth.

From the pictures in this set we find that the children of 2000 or more years ago amused themselves in much the same way as do the children of today. Dolls, banks, rattles, etc., were favorite toys. Jack straws, hide and seek, marbles, and other games popular with children today had their prototypes in the games of Greek and Roman children.

For the *Julius Caesar* film and for

sets of slides address: Visual Instruction Division, Department of Extension, University of Texas, Austin.

CHIEF GUEST OF THE CLASSICAL DIVISION

Professor W. L. Carr of Oberlin College, who along with Dr. Mason D. Gray of Rochester, New York, constitutes the field staff of the classical investigation, will attend the State Teachers' Association in Houston. Professor Carr comes as Dean West's representative. Those who were called to the meeting in Dallas last February can testify that Professor Carr is in close touch with the movement and will bring information and inspiration.

A JOINT SESSION OF ALL FOREIGN LANGUAGE GROUPS

During the period set aside at the State Teachers' Association for the language sections, there will be a joint meeting for one hour of the classical and modern language divisions. Miss Casis, Professor of Romance Languages, at the University of Texas, will give the chief address. Her subject will be: "The Interrelation of Latin and the Romance Languages from the Teacher's Viewpoint." This meeting is a step in the right direction. Miss Casis in speaking to a group of language teachers in July said: "Language teachers have a common cause. Any romance teacher of serious motive should have a knowledge of Latin, and Latin teachers should have a genuine respect for the romance languages and should seek to link their work up with the growing interest in these languages."

PERSONALS

Numbers of Latin teachers in Texas worked this past summer on graduate degrees. Among this number are: Misses Lovelace, Terrill, Shepperd, Gardner, Mr. E. L. Nunally, Mrs. Olivia Odgers Jones, at Texas University; Miss Laura Walker at Chicago; Miss Murphy at the University of Colorado; Mr. Wronker at the University of Missouri. Misses Adele Horton and Alice Cowan and Mrs. Myrtle Ethridge Clopton, took the M.A. at Columbia. Miss Ferguson

of Beaumont traveled in Italy. Names omitted in this issue will be published in the next, if they are sent in.

LATIN CLUBS

Teachers who are interested in the organization and the work of Latin clubs will wish to make use of the *Handbook for Latin Clubs*, by Susan Paxson (D. C. Heath & Co.).

This book contains many suggestive programs for clubs, including questions and problems of present-day interest as well as those of purely cultural value. Roman houses, slaves, doctors, funeral customs, famous men and women of ancient Rome, graves, a Roman banquet, famous Roman pictures, myths and legends, and many kindred topics should provide an abundance of material for Latin clubs. These subjects are interspersed with poetic selections and songs.

A part of the program from time to time may be given over to the practice of word-formation, in which exercise one will find very helpful suggestions in *A Manual of Word Formation*, by Paul R. Jenks (Heath & Co.), and in the lists of noun and adjective prefixes and suffixes and the verb-compounds prepared by Miss Lavender, University of Texas.

A little book, prepared by Dr. Mason D. Gray, East High School, Rochester, New York, will furnish excellent material. Write Dr. Gray, enclosing 25 cents and ask for "The Study of Words and Their Ways."

A book entitled "The Development of Language," by Professors H. F. Scott and W. L. Carr (Scott, Foresman and Co., New York), should be in the library of every teacher of languages in the high school. This little book deals with the origin of language, and with classes and families of languages. It has chapters on the *Aryan*, the Greek and Latin, and the romance languages. It explains why and how words change, using examples that are simple enough to be understood. There is a chapter on prefixes from Anglo-Saxon, Latin, and Greek, and likewise a chapter on suffixes from these three sources. There is abundant and interesting material for a Latin club for seniors, or, better, for a study club for teachers of languages.